

## EYFS Intended Curriculum 2023/24

Autumn 1 – Marvellous me!						
<p><b>Topic:</b> Marvellous me!</p> <p><b>Nursery text Detectives:</b> We are all different, My five senses and The Three Little Pigs</p> <p><b>Nursery Shared stories:</b> The Family Book</p> <p><b>Reception Focus Text:</b> The Something</p> <p><b>Reception shared stories:</b> Our class, Our family, All Kinds of people and Funny Bones</p> <p><b>Special Events or Celebrations:</b> Autumn</p>						
Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Nursery						
<p>Listen to simple stories and understand what is happening.</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p> <p>Express a point of view... <i>I like... I don't like...</i></p>	<p>Settle into a new class.</p> <p>Separate from parent/carer.</p> <p>Follow the rules and talk about some of them.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Be increasingly able to talk about and manage their emotions.</p>	<p>Make different movements using flipper flappers, large circles, zig zags, up/down movement etc.</p> <p>Make large scale marks on paper.</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Talks about stories they have</p>	<p>Learn and participate in number songs.</p> <p>Recognise colours and colour names.</p> <p>Matching and sorting objects based on their properties e.g. size and colour.</p>	<p>Begin to have a sense of own family.</p> <p>Begin to make sense of their own life story and family's history-family photos.</p> <p>Begin to form friendships.</p> <p>Imitate everyday actions (familiar to them).</p> <p>Tidy resources and put them away in the right places-<i>where do resources belong?</i></p>	<p>Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</p> <p>Moves while singing and listening to music.</p> <p>Joins in with action songs.</p> <p>Explore colour mixing.</p>

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	<p>Notice and ask questions about similarities and differences between people.</p> <p>Build positive relationships with adults and my peers.</p>		<p>shared – ask questions about books.</p>		<p>Begin to understand when I live.</p>	
<b>Reception</b>						
<p>Share a conversation with a grown up or a friend.</p> <p>Understand ‘why’ questions.</p> <p>Learn new rhymes, poems and songs.</p>	<p>Settle into a new class.</p> <p>Separate from parent/carers.</p> <p>Notice and ask questions about similarities and differences between people.</p> <p>Explore the indoor and outdoor environments, engaging in a variety of activities.</p>	<p>Continue to develop movement; balancing, riding (scooters, trikes and bikes) and begin using ball skills.</p> <p>Manipulates a range of tools and equipment in one hand, including; paintbrushes, chalk, toothbrush or ribbons.</p>	<p>Recognise their own name.</p> <p>Write own name and names of family members.</p> <p>Give meaning to marks.</p> <p>Hear and say initial sounds in words.</p> <p>Orally segment and blend words.</p> <p>Use picture books to tell a story.</p>	<p><i>Baseline assessment</i></p> <p>Match and sort</p> <p>Compare amounts</p> <p>Representing and comparing 1-3</p> <p>Compare size, mass and capacity</p> <p>Extend and create repeated pattern.</p>	<p>Begin to learn about the role of people in our family, school &amp; community.</p> <p>Show interest and talk about family members/special people.</p> <p>Begin to make sense of their own life-story and family’s history (Family photos).</p> <p>Tidy and put resources away in the correct place-</p>	<p>Sings familiar songs.</p> <p>Taps our simple repeated patterns.</p> <p>Uses available resources to create proper or creates imaginary ones to support play.</p> <p>Join different materials and explore textures.</p>

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	<p>Follow the rules and remind others about them.</p> <p>Go to the toilet, wash and dry my hands independently.</p> <p>Play with another child, extending and elaborating play ideas.</p>				<p>Where do resources belong?</p> <p>Begin to understand where I live.</p> <p>I know who I live with.</p>	
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### Autumn 2: Celebrations

**Topic:** Celebrations

**Nursery text Detectives:** The Story of Rama and Sita, The Best Diwali Ever, Maisy's Surprise Birthday party, We're Going on an Elf Chase

**Nursery Shared stories:** Puddles wet wedding, Kipper's Birthday, Dear Santa

**Reception Focus Text:** Little Red

**Reception shared stories:** Scarecrows wedding, The Nativity, Lanterns & Firecrackers , Lighting a Lamp

**Special Events or Celebrations:** Diwali, Bonfire Night, Christmas, Remembrance Day, Children in Need

Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>						
Listen one to one and in a small group for a short amount of time.	Confidently explore the indoor and	Pinch, roll, pat and manipulate play dough.	Fills in the missing word or phrase in a known rhyme, story or game.	Comparing amounts (more/less/same)	Explore new and familiar experiences outdoors.	Plays musical instruments- experimenting

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<p>Listen to a story and talk about what has happened.</p> <p>Use new vocabulary.</p> <p>Start a conversation with a grown up or another child.</p>	<p>outdoor environment.</p> <p>Go to the toilet independently.</p> <p>Wash and dry my hands.</p>	<p>Holds mark-making tool with thumb and all fingers.</p> <p>Continue to develop movement balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs.</p> <p>Distinguishes between the different marks they make.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures.</p>	<p>To recognise and name 2D shapes</p> <p>Subsiding numbers 1-5</p> <p>Compare sizes and weights.</p> <p>Notices patterns and begin to make simple patterns.</p>	<p>Use all my senses to explore-focus on vocabulary.</p> <p>Begin to notice features in the World around us.</p> <p>Recognise that there are familiar events (Bonfire Night, Christmas).</p> <p>Learn about other celebrations that we may not have experience of (Diwali, Hanukkah).</p>	<p>with different sounds.</p> <p>Listen with increased attention to sounds.</p> <p>Explore paint, using their fingers and brushes/tools.</p> <p>Explore different materials-using their senses to investigate.</p>
<b>Reception</b>						
<p>Use full sentences when talking.</p> <p>Use new vocabulary when talking or within play.</p> <p>Listen carefully and respond to instructions.</p>	<p>Talk about and understand the importance of road safety.</p> <p>Think about how other might be feeling.</p> <p>Talk about how to be a good friend.</p>	<p>Manipulate smaller objects using a variety of tools.</p> <p>Move confidently in different ways, including climbing, hopping and running.</p> <p>Make snips in paper with scissors.</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Understand the features of a book; front cover, title, author, illustrator, blurb.</p> <p>Begin to understand the difference between fiction</p>	<p>Represent and compare numbers 1-5</p> <p>Composition of 1-5</p> <p>Identify 1 more and 1 less of a number</p> <p>Identify the properties of</p>	<p>Seek to acquire basic skills in turning on and operating some digital equipment, including torches and iPads.</p> <p>Talk about what we notice in the environment using new vocabulary.</p>	<p>Sing entire songs independently.</p> <p>Play instruments with increasing control.</p> <p>Respond to what they have heard-expressing thoughts and feelings.</p>

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			<p>and nonfiction books. Write CVC words.</p>	<p>circles and triangles.</p> <p>To recognise shapes with four sides and identify their properties.</p> <p>To use positional language</p> <p>To sequence days of the week and link to daily events.</p>	<p>Recognise and talk about familiar events (Bonfire night, Christmas).</p> <p>Talk about historical figures- Guy Fawkes.</p> <p>Learn about other celebrations that we may not have experience of (Diwali).</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Begin to talk about different occupations.</p>	<p>Show different emotions in their drawings/painting.</p>
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### Spring 1: Amazing Animals

**Topic:** Amazing Animals

**Nursery text Detectives:** The Polar Bear and the Snow Cloud, Dear Zoo, 1 2 3 Do the Dinosaur

**Nursery Shared stories:** Polar, polar bear what do you hear, Brown bear what do you hear

**Reception Focus Text:** Star in the Jar

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<p><b>Reception shared stories:</b> Handa’s Hen and The emperor's egg We All Went On Safari, Who’s habitat is that?, Emergency! and Mog and the Vet</p> <p><b>Special Events or Celebrations:</b> Visit from emergency services; nurse, fire brigade and Police, Animal Teach</p>						
Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>						
<p>Follow instructions involving two parts.</p> <p>Express my own ideas.</p> <p>I know a variety of nursery rhymes and can talk about my favourite stories.</p>	<p>Play with another child, extending and elaborating play ideas.</p> <p>Play co-operatively and <b>share</b> resources.</p> <p>Show more confidence in new social situations. Express a range of emotions.</p>	<p>Grasp, pinch and transfer small objects.</p> <p>Collaborate with others to manage large items; moving a long plank safely.</p> <p>Be increasingly independent when they get dressed and undressed; putting coats on and beginning to do zips up.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes,</p>	<p>Looks at and enjoys books independently.</p> <p>Beginning to be aware of the way stories are structured – beginning, middle, end.</p> <p>Engage in story time and conversation, learning new vocabulary.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Sometimes gives meaning to their</p>	<p>Compare Weight Say one number for each object up to 2.</p> <p>Count out the correct number of objects up to 2.</p> <p>Show finger numbers up to 2. Identify the numerals 1&amp;2</p>	<p>Explore different materials and discuss similarities/differences.</p> <p>I know where I live and who I live with.</p> <p>Develop my understanding of differences between people and develop positive attitudes.</p> <p>Understand that there are different countries in the World.</p> <p>Begin to talk about the differences in</p>	<p>Take part in pretend play- using my imagination.</p> <p>Join different materials and explore textures.</p> <p>Make simple models which express my interest and ideas.</p>

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		scissors, ribbons, brush etc.	drawings and paintings		countries through photos.  Talk about members of my family and community.	
<b>Reception</b>						
<p>Ask questions to clarify or discover things for myself.</p> <p>Talk about stories, predict what might happen next and talk about the main events.</p>	<p>Understand my own emotions and talk about how I am feeling.</p> <p>Talk about keeping myself healthy and the importance of brushing my teeth.</p>	<p>Balance on apparatus and show good co-ordination.</p> <p>Travels with confidence and skill around, under, over and through balancing on equipment.</p> <p>Sit at a table with good posture-core muscle strength.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words.</p>	<p>Introducing zero</p> <p>Represent and compare numbers 6-8.</p> <p>Composition of 6-8 using part/whole models.</p> <p>Compare mass and length.</p> <p>To be able to add 2 quantities and write corresponding number sentences.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Discuss similarities differences, weather, clothing, lifestyle etc.</p> <p>Identify animal habitats e.g. Hot and cold places or water.</p> <p>Understand the difference between herbivore and carnivores.</p>	<p>Draw with increasing detail.</p> <p>Listen and appraise music.</p> <p>Develop storylines in their play.</p>

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			To begin writing simple sentences using their phonic knowledge.			
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### Spring 2: Magificent Materials

**Topic:** Magnificent Materials

**Nursery text Detectives:** Little Red Hen & The Gingerbread man

**Nursery Shared stories:** Don't put your finger in the jelly nelly

**Reception Focus Text:** Juniper Jupiter

**Reception shared stories:** Superato and the Valley of Doom & Super Daisy Supertato, The Queen's Knickers & Messy Magpie

**Special Events or Celebrations:** Easter, Mother's Day, Comic Relief

Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>						
Understand 'Why' questions.  Talk in longer sentences, involving four to six words.	Talk about my feelings using key words.  Show confidence and will ask for help, if needed.  Confident to share ideas.	Put my coat on. Move in different ways; jumping, hopping and skipping.  Use a comfortable grip with good control when holding pens and pencils.	Talks about events and principle characters in stories and suggests how the story might end.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.  Ascribes meanings to	Say one number for each object up to 4.  Count out the correct number of objects up to 4.  Show finger numbers up to 4.  Identify the numerals 3&4 1 more/ 1 less Recognise and name a variety of	Describe what I can see, hear, feel whilst outdoors.  Explore and talk about different forces.  Begin to talk about the differences between materials and how they change- ice, cakes etc.	Develop complex stories using small world resources.  Joins in with dancing and circle games.  Respond to what they have heard expressing thoughts and feelings.



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			<p>signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>	<p>everyday 3D shapes.</p>		
<b>Reception</b>						
<p>Begin to understand the difference between nonfiction and fiction books.</p> <p>Talk about new information or vocabulary from nonfiction books.</p>	<p>Show resilience and perseverance including when faced with challenges.</p> <p>Talk about keeping myself healthy and have an understanding of limiting screen time.</p>	<p>Form letters correctly displaying a 'tripod' grip.</p> <p>Sit letters on the line.</p> <p>Control the six of my letters.</p> <p>Develop confidence, competence, precision and accuracy when throwing and catching.</p>	<p>Begins to read phonically decodable words and simple sentences.</p> <p>Continue to develop their comprehension and questioning skills.</p> <p>Write a short sentence using a capital letter and full stop</p>	<p>Represent and compare numbers 9-10.</p> <p>Composition of 9-10 using part/whole models.</p> <p>Identify the properties of 3D shapes.</p> <p>Repeated patterns using 3D shapes.</p>	<p>Explore and talk about different forces.</p> <p>Begin to talk about the difference between materials and change- ice, cakes.</p>	<p>Explore and engage in music making.</p> <p>Play a variety of instruments with increasing control.</p>

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		Get dressed in/out of PE kits with minimal support.				
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Summer 1: Come outside						
<p><b>Topic:</b> Come Outside</p> <p><b>Nursery text Detectives:</b> Jaspers Bean Stalk, The Very Hungry Caterpillar</p> <p><b>Nursery Shared stories:</b> The ugly duckling The Little sunflower</p> <p><b>Reception Focus Text:</b> The Extraordinary Gardener</p> <p><b>Reception shared stories:</b> Oliver's Vegetables, What the lady bird heard, The tiny seed, Jack and the Beanstalk stinks.</p> <p><b>Special Events or Celebrations:</b> Ducklings, Father's June, King's Jubilee</p>						
Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Nursery						
<p>Use new vocabulary.</p> <p>Listen carefully and respond to instructions.</p>	<p>Talk about keeping myself healthy, safe, including the importance of sleep, healthy eating and exercise.</p>	<p>Hold a pencil with increasing control.</p> <p>Make snips in paper using scissors.</p> <p>Begin taking part in some group activities- teams.</p>	<p>Hear and say initial sounds in words.</p> <p>Shows interest in illustrations words in print and digital books.</p> <p>Shows awareness of rhyme and alliteration, in what has been read to them.</p>	<p>Say one number for each object up to 5.</p> <p>Count out the correct number of objects up to 5.</p> <p>Show finger numbers up to 5.</p> <p>Identify the numeral 5</p> <p>Compare length and height.</p>	<p>Observe changes in the environment- seasons.</p> <p>Develop my understanding of growth, decay and changes over time- <i>How have I grown?</i></p> <p>Show care and concern for living things.</p>	<p>Develop my own ideas and independently choose materials. Sings familiar songs.</p> <p>Taps out simple repeated rhythms.</p> <p>Uses available resources to create props or create imaginary</p>

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			<p>Understand that print carries meaning and we read from left to right.</p> <p>Gives meaning to marks they make as they draw, write or paint.</p>		<p>Plant seeds and care for a plant.</p>	<p>ones to support play.</p> <p>Watch and talk about dance/performance art.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take interest in different pieces of artwork and children create their own.</p>
<b>Reception</b>						
<p>Confidently talk in a whole class situation to share my ideas or thoughts.</p> <p>Describe events in detail- using expression.</p> <p>Articulate my ideas and thoughts in well-</p>	<p>Talk about keeping myself healthy and safe, including the importance of sleep, healthy eating and exercise.</p>	<p>Moves with fluency and developing control and grace.</p> <p>Developing my overall body strength and co-ordination.</p>	<p>Begins to read phonically decodable words and simple sentences.</p> <p>Decode words using phonic knowledge.</p> <p>Recognise a range of tricky words. Continue to develop their</p>	<p>Building numbers beyond 10 .</p> <p>Counting number patterns beyond 10</p> <p>Introduce subtraction within 10.</p> <p>Spatial reasoning Introduce Pairs.</p>	<p>Observe and talk about the changes in the environment- seasons.</p> <p>Plant a seed. Look after a plant. Describe different parts of a plant/flower. Experience caring for an animal- Chicks/ducklings.</p>	<p>Begin to use glockenspiels focussing on the different notes.</p>

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formed sentences.			<p>comprehension and questioning skills.</p> <p>Form capital letters.</p> <p>Write short sentences using a capital letter and full stop.</p> <p>Recognise set 2 sounds.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>	<p>Understand and talk about what animals needs to live and grow.</p> <p>Understand the difference between minibeasts and insects.</p> <p>Learn about the life cycle of a butterfly- experience of having caterpillars.</p>	
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### Summer 2

**Topic:** On the Move!

**Nursery text Detectives:** Sharing a Shell, The Train Ride

**Nursery Shared stories:** Jack and the Flum Flum tree,

**Reception Focus Text:** The Storm Whale

**Reception shared stories:** The naughty bus, The Journey

**Special Events or Celebrations:** Sports day, Summer showcase, transition days.

Communication and Language	Personal, Social and Emotional Development,	Physical development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<b>Nursery</b>						
Share a conversation with a grown up or a friend.	Understand gradually how others might be feeling.	Balance on apparatus and show good co-ordination.	Continues a rhyming string.	Form numbers to 5 using rhymes.	Seek to acquire basic skills in turning on and operating some	Draw with increasing detail. Shows different emotions in their

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<p>Understand 'why' questions.</p> <p>Learn new rhymes, poems and songs.</p>	<p>Talk about keeping myself healthy and about the importance of brushing my teeth.</p>	<p>Mark make and I am beginning to form recognisable letter.</p> <p>Have a go at zipping up my coat.</p>	<p>Recognises rhythm in spoken words.</p> <p>Orally segment and blend words.</p> <p>Begin to write my own name.</p> <p>Beginning to write initial sounds in words.</p>	<p>Solve problems involving numbers to 5.</p> <p>Explore 3D shapes in play.</p> <p>Talk about objects relating to capacity and weight.</p>	<p>digital equipment (iPads, torches)</p> <p>Begin to recognise some environments that are different from the one I live in.</p> <p>Continue developing positive attitudes about the differences between people- talking about different appearances etc.</p>	<p>drawings/painting .</p> <p>Sings entire songs independently.</p> <p>Play instrument with increasing control.</p>
<b>Reception</b>						
<p>Listen attentively. Express my own ideas confidently.</p> <p>Ask questions to clarify my understanding.</p> <p>Use new vocabulary in conversations.</p> <p>Talk in full sentences, using</p>	<p>See themselves as valuable individuals.</p> <p>Think about the perspectives of others.</p>	<p>Use a knife and fork and a pencil confidently.</p> <p>Throw, catch and kick a ball with increasing accuracy and aim.</p> <p>Develop their own handwriting- print, all letters formed correctly.</p>	<p>Recognises a range of tricky words (said, have, like, some, no, what).</p> <p>Write sentences using capital letters and full stops.</p> <p>Re-read their work to check</p>	<p>Begin to solve problems including doubling and halving.</p> <p>Recognise links between doubles and halving.</p> <p>Share amounts equally between a number of groups.</p>	<p>Recognises signs and symbols in different places.</p> <p>Draw information from a simple map- school/park.</p> <p>Talk about journeys and travelling- how transport has changed over time.</p>	<p>Use their increasing knowledge and understanding of tools and materials to explore their interests.</p> <p>Create their own songs.</p>

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conjunctions and using past, present and future tenses accurately (with support).			that it makes sense.	Explore odd and even numbers, identifying their patterns.	Explore friction- using a variety of materials and small cars.	Perform as a class in front of an audience.
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